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| --- | --- | --- |
| Teacher Language |  |  |
|  |  |  |
| Directions | 1 Class 1 10 Class 2 10 total |  |
| Content | 4 Class 1 10 Class 2 14 total |  |
| Clarification | 1 Class 1 7 Class 2 8 Total |  |
| Behavior Redirections |  |  |
| Technology |  |  |
| Off Topic |  |  |

|  |  |  |
| --- | --- | --- |
| Student Language |  |  |
|  |  |  |
| Directions | Class 1 and Class 2 0 |  |
| Content | 1 Class 1 20 Class 2 21 Total |  |
| Clarification | 2 Class 1 6 Class 2 8 total |  |
| Behavior Redirections |  |  |
| Technology |  |  |
| Group Discussion |  |  |
| Peer Tutoring |  |  |
| Off topic |  |  |

Brenda

Teacher Directions

Directions consisted of mostly instructing students of writing or procedures and were reproachful in nature.

Writing

I”I needs to be in your own words, but it needs to be right.”

Go to the next one.  I don't know how of a space I need.  Leave five lines.

Procedures

“These are now being collected and graded.”

“If you can focus on the daily question and the take off question, then I will pass around the tadpole.”

“Take out question twelve through sixteen and put it in the middle of the paper.”

Reproach

“Today you will take out a separate sheet of paper, not with your mouth.”

“Write it out.  In three weeks you are not gonna know what D is.”

Teacher Content

The teacher provided information about the content in individual fashion in the form of providing individual feedback and checking over student work. Content was also delivered in lecture form and in asking questions of the students. However, most of the questions were asked and answered by the same five students. One piece of the lesson included a story being told by the teacher about the genetic explanation for sickle cell anemia and how it relates to the malaria epidemic in Africa. During this story, the entire class was looking directly at the teacher and listening. The teacher uses the strategy of asking students multiple questions to work towards content answers both individually and during class Q & A time.

Individual Content Delivery

Teacher begins to look through individual student books and checks their work.

Teacher finishes checking the work at the first table and moves to next table.

B sits next to redheaded girl and reads the question out loud

The paraprofessional sits next to girl and she reads the question out loud.

Teacher goes over to student and reads the question out loud.  Teacher asks two questions to help move his thinking.

Teacher reads question and then asks five follow-up questions .

Teacher gives explanation about potato and asks boy three follow-up questions then confirms his correct answer.

Teacher asks five questions to a redheaded girl. Girl answers and IS nods in approval.

Teacher talks to boy next to him and answers questions.

IS writes genetic chart on the board while explaining concept to a student.

Para is sitting next to curly haired boy writing.  Looks like copying  
Purple,  q, q, q, a, q, a,

Purple, q, q, a, no, a, explanation.  Q, a, q, ex, does that make sense?  Boy clarifies.  What would be the advantage?  B q, b ex, q,

B draws the chart on the board.  She goes throughout the chart with a girl

Whole Class Content delivery

Teacher reads the question from the board and a boy answers the question when called on. Teacher says, “You’re close,” and calls on a girl.

Teacher asks boy three questions during whole class instruction.

B calls on him and he says everyone has a little girl in hem.  B says yes.

B is going around and showing students the growing potato.

She goes over the first two.

B asks three qqq.  Courtnery answers.  Q q, Tyler, q q q. Tyler says dominant.  B repeats,

he asks next question.  Dalton raises hand.  Redhead asks a question.  B says ok number 4 q, q, q Dalton answers right.

Q Kenny.  Kenny says yeah it is.  We could have a nut tuipn easier.  Q, b writes on smart board.  T chart asexual and sexual  
B says remember we we looked at the article on sickle cell anemia.  Kids say they didn't get to it.  B says ok, let me tell young story.  She talks about malaria and people being sick, but some people were surviving.  She explains that their blood had a recessive trait.  Here is the problem, people who had mutation.  She writes big m and little Mm on board.  She explains that little m don't get sick and big mm died.  Eventually what kind did people have.  Mm. Dalton asks if they are both dominatnt.  She explains.  B charts it on the board.  Is this person heterozygous or homozygous?    
B shows how mm became sickle cell anemia.  B says non front of text book are blood cells. People who have sickle cell anemia.

One boy asks about the chances of having malaria or siclkle cell anemia.  She affirms his thinking which basically summarized her point.  B relays information to their class potato.  B writes detrimental.

B explains to redhead.  She asks question about something on front of textbook.  B says idk and we will look inside the. Ok.  I do not have a good answer for you.

B asks him several questions and he answers.

B sits on a desk and goes over the next question.  Girl answers.

B goes over number 6.  Girl says by your mom.  The class argues by your dad.  B goes over the answer on the board.  Q, a, no, ex?  Jake q, um, q, Jake answers xx, that makes it a girl, xy.

Teacher Clarification

Clarification comments included talk about class procedures or about maneuvering through the format of the assignment. There was no clarification about content except for the teacher checking the work of students by marking answers correct or incorrect.

Class Procedures

Attendance Teacher asks, “Did Nathan go home today?”

Teacher explains that if students work quietly independently, then later she will let them work with others at their table.

Assignment Format

Teacher says, “Let's start over” and talks about going outside to hold class.

Teacher says, “We can't go outside today because we have some things to do.”

Teacher says, “Yes, you can write on this. It is your copy.”

Student asks, “Mrs S., you know how it goes 2 then 4? Does that mean we skip three?”.  Teacher nods affirmatively.

Behavior Redirection

Prompts for behavior redirection were abundant during the two class periods I observed. Language that revolved around behavior redirection took up most of the teacher’s language efforts. Prompts were made to repeatedly to individuals and as general announcements to the entire class. Redirection language included both verbal prompts and nonverbal body language.

Individual Redirection

B says finish you chapter to a girl.

She faces the girls table and they quiet down.

B says beck and shakes her head.

B says I don't think this is where yu are supposed to be sitting.  By Robbie.  B says I have a note tar. Ii can check.

B teases with Robbie that he is talking to his neighbor or.  B says yup deserve to get in trouble.  B sys leave Robbie alone

B says what will I tell your brother.

B says alright, I am helping him with this.

IS says, “If you are sitting and quiet you will get a turn.”

IS sits next to David.

B says, “Do I need to move you up already? Kyle, do I need to move you?”

A boy says, “Can I go find my notebook in my locker?” He repeats his request.  B says, “Not right now, when we start our activity.”

B leans close to purple, the boy who came in late and talks to him sternly about throwing a water bottle to another student.

B says, “Alright..  Brenden, do you have all of the papers?  We are moving on.  You and Kyle are going to move up here if I had to talk to you again.  I am trying to get everyone to quiet down.”

.Says, “There are about three people I am going to take in the hall.”   
B asks boy to repeat her directions.  He repeats guiltily as she asked him to get his attention.  B says, “I am just asking you to repeat.  You are not in trouble.”

B says, “Two times, three times I move to a different place.” To a male student.  He holds up three fingers and then she does too.

IS is sitting on table next to him and says, “This needs to be done tonight, not tomorrow, tonight.

Is walks back to purple boy. IS says haven't done nothing huh.  She says ....I'm walking away.  Very sharply.  She says okay.

Teacher says, “We are getting awful close to three?  He says, “2 7/8?.”

Preston moves to front of room per bs directions.

B moves a desk to the back to break up the three boys who are talking.

B twkes Richard out to the hall with book.  Three times is up

B talks to Hannah and gives her a choice to move.  She says I can't manage everybody.  Hannah says she will stay and gets to work.  
Phillip as we go through the first one you will need to make a good choice.  
B gives him a mean stare and waits quietly.  Do you want to go to the office and figure it out.  I don't have time.  There are people who want tom learn.  She waits until uncomfortable silence.   
Purple go to the hallway please.  What he says.  Okay.  And leaves.

Shane is sleeping and b calls on him.

Did you finish your study guide.  I thought that is why you were sleeping.  She tells him to pull out your study guide and I will come back to you

.She asks Kyle what number he is one.  He says 11.  Do you know them all?  I know most of them.  He tells her he doesn't want to go over any

Whole Class Redirection

B stops and says the further you are the greater the chance and remember I am collecting this for a science grade.  So think about that and it is has only been two weeks

Alright, thee are only two people that bare done.

IS says, “Alright, busy, busy

IS says, “Be quiet.  What do you have tomorrow that you are preparing for?”  A few say, “Test.”

IS says, “You have to earn it.”  IS says she will sit with some students inside with a textbook while others go out.

A few talk.  B stops and waits for them to stop.  
B says, “Today you will take out a separate sheet of paper, not with your mouth.

IS stops the class and says, “I was at the high school doing OGT testing last week. Two students wrote articles about the importance of studying...” She continues to lecture about students not giving extra time to study and that they won’t get extra copies of assignments at the high school.  “Today is the first day of the new quarter.  I would study that tonight.” She refers to the study sheet in front of them.

B says loudly, “Alright, no one else should be talking.  The only ones who are talking are these guys who are talking about the tadpoles.”

I am gonna wait and you will not be excused on time if you are not going to listen.

B tells purple that when everyone is excused he needs to stay.  She asks him why didn't he do his study guide.  She lectures him about quitting his work.  What is that what is your plan.  Building motors.  Motors isn't about science.  It is.  Is says nom place will hire you without a high school diploma.  Can I leave now?  We had to call you on the intercom because you were in the hallway.  You lied to me.  You have no more chances in here.

Teacher Technology

No technology was used during either observation

Teacher Off Topic Talk

All of the off topic talk between student and teachers took the form of rapport building. It appears that the student like the teacher and enjoy talking to her in more casual conversations. The teacher teases with students repeatedly and they respond positively to her engagments with them. At one point a student declared to me, “Mrs. S is my favorite teacher!” In contrast, the language used by the intervention specialist was punitive in form and it appeared that she did not have the same trusting relationship with the students.

Rapport

Classroom Teacher

Girl says, “Guess who is back, Mrs, S.?”  Teacher says, “David.” Girl says, “I feel sorry for you,” and laughs.

Teacher and female student discuss the student’s brother not being allowed to get his temps.

A female student asks the teacher about pushing her stomach.  Teacher replies, “Don't push it too hard,” and they talk more about the subject..

Teacher says, “It is hot,” in response to students fanning themselves.

Intervention Specialist

IS responds with, “What?”  to an inappropriate comment by a student. IS says, “Excuse me.”

In the back of the room, IS is discussing the upcoming test loudly with two off task male students.  They are arguing loudly.

IS says, “No place will hire you without a high school diploma.”

Student Directions

There was no observed data that supports that students displayed leadership behavior by giving directions to other members of the classroom.

Student Content

Student occurance of content oriented language was clear in that it included either a question being asked or answered about the content in the whole class instruction. Six questions were asked during the course of the class period and three were asked by the same student. Twelve questions were asnswered during the course of both individual work and whole class instruction and out of 24 students eight students answered these questions. The only indication of student talk otherwise noted during the class period was at the very beginning as a student described the content of the assignment that they were working on. He said, “This is never ending Mrs. S, never ending.”

Questions Asked

Female student 1 asks a question.

Female student 1 question about something on front of textbook.

Female student 1 asks a question.

Male student 1asks about the chances of having malaria or sickle cell anemia.

Male student 2 asked, “What would be the advantage?” P

Male student 3asked procedural question, “Mrs S., you know how it goes 2 then 4? Does that mean we skip three?”

Questions Answered

A male student answers the question when called upon.

Female student 1 answers a question, but changes her answer.

Female student 2 answers a question.

Female student 2 is asked a question and she answers correctly.

Female student 3 answers a question.

Female student 3 argues that certain genes are given by the mother and many classmates call out that is by the father.

Male student 4 answers correctly.

Male student 4 asks if they are both dominent.

Male student 5 is asked a question and he answers, “xx, that makes it a girl, xy.”

The teacher asks male student 6 a question and he answers. K

Teacher asks male student 7 several questions and he answers.

Male Student 8 and says, “Everyone has a little girl in them.”

Student Clarification

Students used language where they asked for clarification. One instance occurred where a student offered clarification to another student. Students asked for more information about the expectations of their assignment and about assignment procedures. One indication of a student raising his hand to ask for clarification was ignored.

Asking for clarification but not received

Red boy raises his hand. Boy puts hands down

Asking a question about assignment expectation

Robbie asks her a question about grading.  B answers.

A girl says, “What if I accidentally wrote on the wrong place?”

Purple boy says it is on p 16.

Asks a question about procedures

“Do we work individual or table work?”  B says, “No, individual.”Tyler says, “So we can't draw on this?”

B talks to a boy who explains that he has missed the tadpoles due to absence. 

Student Behavior Redirection

Two occurences of students in the class redirecting the behavior of other students were observed.

Male student 2 says, “Are you gonna get to work now?”  Another male student replies, “I am on number ten.”

A male student pulls another students chair who has been called on and appears to be sleeping and says, “Come on.”

No Student technology language or peer tutoring language

Off Topic Student Language

Off topic language was located in pockets throughout the room with exchanges between specific peers. During time where students were working independently on their assignments, many of the students talked to their neighbors in low tones. More outward off topic language was in the form of threats made between two male students in particular.

Dring Indepdenent Work

A male student walks over to a table and is being ignored by the paraprofessional.  He throws something.

Teacher talks to a male student and he says, “I will be here next summer.  Sweet.”  Teacher says, “You will be locked in here all summer, so I expected it to be clean.” He asks if he can take care of the rabbit all summer.

A male student says, “My name is Robbie. What is your name?” to the observer.  The observer says, “My name is Jennifer.  A female student replies, “Oh cool.  So is mine.”

Two female students talk softly at a table.

A female student at front table is pantomiming as if she were playing a musical instrument and to the student beside her.

A female student says, “I am sorry I just heard a really cheesy pick up line and it was funny.  She tells the class the line and several laugh.

A male student enters and asks if the observer is a student teacher.  The observer says, “I am here to watch you.”  He refers to his teacher and says, “I love her. She is my favorite teacher.”

Three male students who are sitting at a table together in the back talk to each other and are off task.

All students chatter with each other while working on an independent assignment.

Teacher says to a boy with a “Hunger Games” book, “I just finished that.”  They discuss the story.

Many student talk while they are working on an independent assignment.

Male student 4 keeps his head down.

Two male students continue to talk throwing the water bottle back and forth.

After a mention of the possibility of going outside for class, all students talk to each other.

Male student 2 & 8

Two male students exchange unkind words.  “Work, work,” male student 8 says.  The male student 2 says, “Make me.”

The teacher leans close to a male student 8 and talks to him sternly. He is throwing a water bottle up and down and pretending to throw it to another student.

Male student 8 says, “It is so hot. I am about to pass out.”   Male student 2 says, “It is so hot.”  He calls out to the intervention specialist who is standing in the front of the room.  He says, “It is hot as balls in here. Can we open the window.” The intervention specialist says, “What?” He repeats what he said and she says, “Excuse me.”

Male student 8 says, “Shut up.” To another male student. Male student 2 says, “Come back here and make me. “

Male student 8 says, “Hide, hide.”

Male student 8 says, “What number are you on?” Another male student replies, “11.”  Male student 8 says, “Mrs. C did you give him all of the answers?  Can I work together so I can help.”  Mrs. C says, “He is not on 11.”

Male student 8 and male student 2 exchanges threats again.  “Shut your mouth,” male student 2 taunts him, “getting mad, getting mad.”

Male student 2 says, Shut up, Tyler, no geez.”

All students are paying attention, except male student 2, who is making a mask with a piece of paper.